

BOOKS
COLLEGE
HIVES

Boston College Directory

1945
1946

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Chestnut Hill, Mass.

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Chestnut Hill, Mass.

THE COLLEGE OF ARTS AND SCIENCES Chestnut Hill, Mass.
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THE COLLEGE OF BUSINESS ADMINISTRATION Chestnut Hill, Mass.
Rev. James J. Kelley, S.J., Dean

THE COLLEGE OF ARTS AND SCIENCES
INTOWN DIVISION 126 Newbury Street*
Rev. Edward J. Keating, S.J., Dean

THE GRADUATE SCHOOL OF ARTS AND SCIENCES
Chestnut Hill, Mass.
Rev. George A. O'Donnell, S.J., Dean

THE SCHOOL OF SOCIAL WORK 126 Newbury Street*
Rev. James D. Sullivan, S.J., Regent
Dorothy L. Book, Dean

THE RHODE ISLAND DIVISION 40 Fountain Street**
Dorothy L. Book, Director

THE LAW SCHOOL 441 Stuart Street*
William J. O'Keefe, Acting Dean

THE COLLEGE OF LIBERAL ARTS (SHADOWBROOK) Lenox, Mass.
Rev. William J. Healy, S.J., Dean

THE SCHOOL OF PHILOSOPHY AND SCIENCE Weston, Mass.
Rev. Joseph F. MacDonnell, S.J., Dean

THE SCHOOL OF THEOLOGY Weston, Mass.
Rev. Daniel J. Creedan, S.J., Dean

* Boston, Mass.

** Providence, R. I.

BOSTON COLLEGE BULLETIN



THE COLLEGE OF ARTS AND SCIENCES INTOWN

CATALOGUE 1945-1946

BOSTON COLLEGE INTOWN

126 NEWBURY STREET

BOSTON 16

Boston College Bulletin

Bulletins issued in each volume :

- No. 1, February : The College of Arts and Sciences, Chestnut Hill
No. 2, February : The School of Business Administration, Chestnut Hill
No. 3, April : The Summer School, Chestnut Hill
No. 4, April : The Law School, Boston
No. 5, April : The School of Social Work, Boston
No. 6, July : The College of Arts and Sciences Intown, Boston
No. 7, August : The Graduate School, Chestnut Hill
No. 8, October : The General Catalogue of the University
No. 9, October : The School of Business Administration, Chestnut Hill
No. 10, April : The School of Social Work, Rhode Island

Entered as second-class matter February 28, 1929
at the post office at Boston, Massachusetts
under the act of August 24, 1912

Published by
BOSTON COLLEGE
UNIVERSITY HEIGHTS
CHESTNUT HILL
NEWTON, MASSACHUSETTS

BOSTON COLLEGE BULLETIN



THE COLLEGE OF ARTS AND SCIENCES INTOWN

CATALOGUE 1945 - 1946

BOSTON COLLEGE INTOWN
126 NEWBURY STREET
BOSTON 16

Telephone KENmore 1615

OFFICE HOURS

THE SCHOOL YEAR

During the regular school year, the office is open from 9:00 A.M. to 9:00 P.M. on week days except Saturday; on Saturdays, from 9:00 A.M. to 12:00 M.

THE SUMMER

During July and August, the office will be open from 9:00 A.M. to 5:00 P.M. on week days except Saturday.

REGISTRATION PERIOD

For the purpose of registration, the office will be open from September 10 to September 14, from 9:00 A.M. to 8:00 P.M.

Appointments may be made by mail or telephone:

BOSTON COLLEGE INTOWN

126 NEWBURY STREET

BOSTON 16

KENMORE 1615

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Calendar for 1945

JANUARY.							APRIL.							JULY.							OCTOBER.							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
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21	22	23	24	25	26	27	22	23	24	25	26	27	28	22	23	24	25	26	27	28	21	22	23	24	25	26	27	
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Calendar for 1946

JANUARY.							APRIL.							JULY.							OCTOBER.						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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FEBRUARY.							MAY.							AUGUST.							NOVEMBER.						
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10	11	12	13	14	15	16	12	13	14	15	16	17	18	11	12	13	14	15	16	17	10	11	12	13	14	15	16
17	18	19	20	21	22	23	19	20	21	22	23	24	25	18	19	20	21	22	23	24	17	18	19	20	21	22	23
24	25	26	27	28	26	27	28	29	30	31	..	25	26	27	28	29	30	31	24	25	26	27	28	29	30
MARCH.							JUNE.							SEPTEMBER.							DECEMBER.						
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10	11	12	13	14	15	16	9	10	11	12	13	14	15	8	9	10	11	12	13	14	8	9	10	11	12	13	14
17	18	19	20	21	22	23	16	17	18	19	20	21	22	15	16	17	18	19	20	21	15	16	17	18	19	20	21
24	25	26	27	28	29	30	23	24	25	26	27	28	29	22	23	24	25	26	27	28	22	23	24	25	26	27	28
31	30	29	30	29	30	31

BOSTON COLLEGE INTOWN

ACADEMIC CALENDAR — 1945 - 1946

1945

- June 20-21 Wednesday and Thursday: Entrance and *Scholarship* Examinations.
- Sept. 6-7 Thursday and Friday: Entrance Examinations.
- Sept. 10-14 Monday to Friday: Registration.
- Sept. 17 Monday: Opening of School.
- Oct. 12 Friday: Formal Opening of the Scholastic Year and Reception to Freshman Class.
- Nov. 1 Thursday: Feast of All Saints — Holy Day — No classes.
- Nov. 5-9 Quarterly Examinations.
- Nov. 12 Monday: Second Tuition Payment due on or before this date.
- Nov. 21 Wednesday: Thanksgiving Holidays begin at the close of classes.
- Nov. 26 Monday: Classes resumed.
- Dec. 21 Friday: Christmas Vacation begins at close of classes.

1946

- Jan. 7 Monday: Classes resumed.
- Jan. 21-25 Semester Examinations.
- Jan. 28 Monday: Second Semester opens. Third Tuition Payment due on or before this date.
- Feb. 22 Thursday: Washington's Birthday — Holiday — No classes.
- Mar. 18-22 Quarterly Examinations.
- Mar. 25 Monday: Fourth Tuition Payment due.
- April 16 Tuesday: Easter Holidays begin at close of classes.
- April 29 Monday: Classes resumed.
- May 30 Ascension Thursday — Holy Day — No classes.
- May 27-31 Final Examinations. Close of School Year.

BOSTON COLLEGE

The corporate title of Boston College is
THE TRUSTEES OF BOSTON COLLEGE

University charter granted by the Massachusetts Legislature
approved April 1, 1863; amended April 1, 1908

THE BOARD OF TRUSTEES

WILLIAM J. MURPHY, S.J.
President

WILLIAM V. CORLISS, S.J.
Treasurer

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JOHN C. O'CONNELL, S.J.

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BOSTON COLLEGE
THE UNIVERSITY COUNCIL

1945 - 1946

WILLIAM J. MURPHY, S.J., A.M., Ph.D., *President*
University Heights
Chestnut Hill, Massachusetts

THE COLLEGE OF ARTS AND SCIENCES

University Heights

STEPHEN A. MULCAHY, S.J., A.M., S.T.L., *Dean*
MICHAEL G. PIERCE, S.J., A.M., S.T.L., *Dean of Freshman*

THE GRADUATE SCHOOL OF ARTS AND SCIENCES

University Heights

GEORGE A. O'DONNELL, S.J., A.M., Ph.D., *Dean*
JAMES L. BURKE, S.J., A.M., Ph.D., *Assistant Dean*

THE COLLEGE OF ARTS AND SCIENCES INTOWN

126 Newbury Street, Boston, Massachusetts

EDWARD J. KEATING, S.J., A.M., Ph.D., S.T.L., *Dean*

THE SCHOOL OF BUSINESS ADMINISTRATION

University Heights

JAMES J. KELLEY, S.J., A.M., *Dean*

THE LAW SCHOOL

Boston, Massachusetts

WILLIAM J. KENEALY, S.J., A.M., Ph.D., S.T.L., LL.B., *Dean*

THE SCHOOL OF SOCIAL WORK

Boston, Massachusetts

JAMES D. SULLIVAN, S.J., A.M., S.T.L., *Regent*

THE COLLEGE OF LIBERAL ARTS IN LENOX

Lenox, Massachusetts

PETER J. MCKONE, S.J., A.M., M.S., S.T.L., *Rector*

WILLIAM J. HEALY, S.J., A.M., S.T.L., *Dean*

THE SCHOOL OF PHILOSOPHY AND SCIENCE

Weston, Massachusetts

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JOSEPH F. MACDONNELL, S.J., A.M., S.T.D., *Dean*

THE SCHOOL OF THEOLOGY

Weston, Massachusetts

EDWARD A. SULLIVAN, S.J., A.M., J.C.D., *Rector*

DANIEL J. CREEDEN, S.J., A.M., S.T.D., *Dean*

UNIVERSITY HISTORY

Boston College is one of the twenty-five colleges and universities in the United States conducted by the Society of Jesus. The university traditions of Boston College are the product of four centuries of educational idealism and practical experience of the Society of Jesus which, since its foundation in 1534 by Ignatius Loyola, has established and conducted institutions of higher learning in all parts of the world.

Boston College owes its inception to the foresight and energy of the scholarly John McElroy, S.J., Superior of the first Jesuit community in New England. This community, still located at old Saint Mary's in Boston, was founded in 1849. In 1857, in accordance with the Society's traditional devotion to higher education, Father McElroy secured land and erected a group of collegiate buildings on Harrison Avenue in Boston, the present site of the Boston College High School. He was assisted in the undertaking by a group of civic leaders headed by the Honorable Alexander H. Rice, then Mayor of Boston and later, Governor of the Commonwealth. The formal opening of the College was delayed by the Civil War, and for a time the buildings were used as a House of Studies of the Society of Jesus.

Boston College was formally incorporated by an act of the Massachusetts Legislature approved by Governor John A. Andrew, April 1, 1863. The charter authorized the conferring of all degrees usually conferred by universities in the Commonwealth, except medical degrees. This single restriction upon its university charter was removed by legislative amendment, April 1, 1908. Formal instruction was commenced on September 5, 1864, under the presidency of John Bapst, S.J., and the deanship of Robert Fulton, S.J. In 1913, during the presidency of Thomas I. Gasson, S.J., the site of Boston College was transferred to the present extensive and beautiful campus at University Heights, Chestnut Hill, Newton. The buildings already erected there are universally acclaimed as outstanding monuments of Collegiate Gothic in the United States.

Since the transfer to University Heights, other schools have been added, by foundation or affiliation, to the original College of Arts and Sciences. The Graduate School of Arts and Sciences and the School of Business Administration are also located at University Heights, Chestnut Hill. The College of Arts and Sciences Intown, the Law School, and the School of Social Work are conveniently located in downtown Boston. The College of Liberal Arts in Lenox is situated in the heart of the Berkshires. The School of Philosophy and Science, the School of Theology, and the Seismological Observatory are in Weston, Massachusetts.

UNIVERSITY AFFILIATIONS

INSTITUTIONAL

Boston College is a member of or approved by the following institutions: The American Council of Education, The Association of American Universities, The Association of American Colleges, The Association of American Law Schools, The Section on Legal Education of the American Bar Association, The American Chemical Society, The American Jesuit Educational Association, The National Catholic Educational Association, The American Association of Schools of Social Work, The New England Association of Colleges and Secondary Schools, and the Regents of the University of the State of New York.

FACULTY

The Faculty of Boston College is affiliated with The American Academy of Arts and Sciences, The American Association for the Advancement of Science, The American Political Science Association, The Catholic Economic Association, The American Economic Association, The Royal Economic Society, The American Psychological Society, The American Bar Association, The American Law Institute, The American Judicature Society, The American Institute of Criminal Law and Criminology, The American Jesuit Philosophical Association, The American Classical League, The American Philological Society, The Classical Association of New England, The American Historical Association, The American Catholic Historical Association, The Italian Historical Society, The American Mathematical Association, The American Physical Society, The Physics Research Academy, The American Chemical Society, The Seismological Society of America, The Boston Geological Society, The American Institute of Electrical Engineers, The Institute of Radio Engineers, The Society for the Promotion of Engineering in Education, The American Medical Association, The Massachusetts Medical Society, The Catholic Biblical Association of America, The American Sociological Society, The American Orthopsychiatric Society, The American Public Welfare Association, The National Conference of Social Work, The National Probation Association, The Child Welfare League of America, The National Catholic Charities Conference, The Rural Sociological Society of America, The American Association of University Professors, The American Association of Teachers of Spanish, The American Association of Teachers of Italian, The Association of Social Workers, The Association of Librarians of America, The Association of American Law Libraries, The American Association of Collegiate Registrars, The Eastern Association of College Deans and Advisers of Men, and other learned societies.

BOSTON COLLEGE
THE COLLEGE OF ARTS AND SCIENCES INTOWN

OFFICERS OF ADMINISTRATION

REVEREND WILLIAM J. MURPHY, S.J., A.M., Ph.D.

President

REVEREND EDWARD J. KEATING, S.J., A.M., Ph.D., S.T.L.

Dean

J. HARRY LYNCH, A.B., Ed.M.

Registrar

OFFICERS OF INSTRUCTION

PAUL A. BOULANGER, A.M., Ph.D. *Professor of German*

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Professor of Government

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Assistant Professor of History

REV. JOSEPH G. DOHERTY, S.J., A.B., A.M.
Professor of Geography

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Associate Professor of History

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REV. WILLIAM L. JOHNSON, S.J., A.B., A.M.

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REV. EDWARD J. KEATING, S.J., A.M., Ph.D., S.T.L.

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Professor of Philosophy

REV. CARL H. MORGAN, S.J., A.B., A.M.

Professor of Mathematics

JOHN F. NORTON, A.B., A.M.

Professor of English

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REV. JOHN A. O'CALLAGHAN, S.J., A.M., Ph.D., S.T.L.

Professor of English

REV. THOMAS J. M. QUINN, S.J., A.B., A.M. *Professor of Latin*

REV. OSWALD A. REINHALTER, S.J., A.B., A.M.

Professor of Latin

REV. JOHN W. RYAN, S.J., A.B., A.M.

Assistant Professor of English

REV. GEORGE F. SMITH, S.J., A.B., A.M. *Professor of Spanish*

REV. FRANCIS X. WILKIE, S.J., A.B., M.S. *Professor of Biology*

MEMBERS OF THE INTOWN COLLEGE FACULTY
SERVING IN THE ARMED FORCES

JESUIT

- JOHN L. BONN, S.J.—U.S.N.R.
ANTHONY G. CARROLL, S.J.—U.S.A.
THOMAS A. FAY, S.J.—U.S.M.S.
BERNARD J. FINNEGAN, S.J.—U.S.M.S.
JOHN P. FOLEY, S.J.—U.S.N.R.
JAMES F. GEARY, S.J.—U.S.A.
GEORGE A. KING, S.J.—U.S.A.
WILLIAM J. LEONARD, S.J.—U.S.A.
JOHN J. LONG, S.J.—U.S.A.
LEO P. McCAULEY, S.J.—U.S.N.R.
FRANCIS J. MACDONALD, S.J.—U.S.N.R.
JAMES D. McLAUGHLIN, S.J.—U.S.N.R.
CARL H. MORGAN, S.J.—U.S.A.
VINCENT DE P. O'BRIEN, S.J.—U.S.M.S.
DANIEL F. X. O'CONNOR, S.J.—U.S.N.R.
JOSEPH P. SHANAHAN, S.J.—U.S.N.R.
RICHARD G. SHEA, S.J.—U.S.A.

LAY

- TIMOTHY J. BURKE, U.S.A.
GINO DE SOLENNI, U.S.A.
JOHN D. DONOVAN, U.S.A.
FRANCIS J. McDERMOTT, U.S.A.
FREDERICK A. NORTON, U.S.A.
JOHN W. RYAN, U.S.A.
ABDELNOUR S. THOMAS, U.S.N.R.

GENERAL INFORMATION

BOSTON COLLEGE INTOWN

Boston College Intown is conducted by the Trustees and Administrators of Boston College in virtue of a charter granted to them by the Commonwealth of Massachusetts, March 31, 1863. The conferring of degrees upon the students of Boston College Intown constitutes an exercise of the powers granted to the Trustees of Boston College by the Massachusetts State Legislature.

PURPOSE

The purpose of the College is twofold. Its primary object is to provide a complete and integrated cultural course of studies for men and women who wish to obtain either a Bachelor of Arts or a Bachelor of Science degree under Jesuit auspices. Its secondary purpose is to offer college training to students who are not candidates for degrees but who desire to further their cultural knowledge by following courses of collegiate grade. All candidates for admission to the College must have been graduated with satisfactory grades from an approved secondary school.

LOCATION

The College is located at 126 Newbury Street near Copley Square in the city of Boston. The offices and classrooms are situated on the sixth floor. The College is equipped with a Library and Reading Room on the fifth floor of the building. In close proximity to the Copley Square subway station and the Back Bay and Trinity Place railroad terminals, the College is easily accessible.

FACULTY

The Faculty is composed of the Jesuit Fathers and associate lay professors.

REGULAR SESSION

From September to June classes are held each day except Saturday from 6:30 to 9:30 P.M.

SUMMER SESSION

In addition to the classes held during the regular scholastic year, courses are conducted during a Summer Session at Boston College, University Heights, Chestnut Hill, Mass. The Summer School extends for a period of six weeks, during July and August.

VETERANS AT BOSTON COLLEGE

Boston College is offering every inducement to the Veteran to continue his education and complete it successfully at the earliest possible time consonant with good scholarship. Every consideration will be given to courses taken in the Army and Navy Schools and through the Armed Forces Institute. Basic Military Training and informal educational experience gathered while in the service will be evaluated according to the recommendations set down and approved by national educational associations.

A special educational adviser has been appointed to care for the individual problems of each veteran. The veteran is advised to consult him whenever he wishes.

REQUIREMENTS FOR ADMISSION

In order to admit an applicant as a candidate for a degree, the Committee on Admissions must receive official documentary evidence that the student-applicant has successfully completed four (4) years of study in an approved Secondary School and has been graduated therefrom with honorable dismissal by the school authorities. This testimony must reach the Registrar of the College by way of direct transit from the office of the Principal or Registrar of the Secondary School from which the applicant has been graduated. Personal presentation of high school records by the applicant will not be accepted as a fulfillment of this requirement. In the event that the applicant has attended more than one high school, a transcript of his record in each of the schools attended must be submitted to the Registrar of the College in the manner above described. To satisfy entrance requirements the record of the candidate must show that a minimum of fifteen (15) high school units have been acquired in acceptable subjects.

“A unit represents a year’s study in any subject in a secondary school, constituting approximately a quarter of a year’s work.

"A four-year secondary school curriculum should be regarded as representing not more than sixteen units of work.

"This statement is designed to afford a standard of measurement for the work done in secondary schools. It takes the four-year high school course as a basis, and assumes that the length of the school year is from thirty-six to forty weeks, that a period is from forty to sixty minutes in length, and that the study is pursued for four or five periods a week; but under ordinary circumstances, a satisfactory year's work in any subject cannot be accomplished in less than one hundred and twenty sixty-minute hours or their equivalent. Schools organized on any other than a four-year basis can, nevertheless, estimate their work in terms of this unit." (David A. Robertson, *American Universities and Colleges*, New York, 1928, p. 19.)

SECONDARY SCHOOL UNITS REQUIRED FOR THE A.B. COURSE

The following high school units are required as a condition of admission to courses leading to the degree of Bachelor of Arts:

English	4
Latin	3
Mathematics	2
History	1
*Modern Language	2
Other Subjects (as listed below)...	3
	—
	15

SECONDARY SCHOOL UNITS REQUIRED FOR THE B.S. COURSE

English	4
Mathematics	2
History	1
*Modern Language	2
Other Subjects (as listed below)...	6
	—
	15

*Candidates who cannot present entrance units in any Modern Language may substitute credit in any of the subjects listed under Acceptable High School Units. Such students may begin a Modern Language at the College and continue it through the Intermediate and Advanced Courses.

Elementary, Intermediate and Advanced Modern Language courses are offered in French, German, Italian and Spanish. The

elementary course may not be taken in any language in which the student has had two years of secondary school preparation. Intermediate courses presuppose at least two years of secondary school preparation in the language. It is permissible, however, for students who have had two years of high school preparation in a Modern Language to discontinue the study of that language and to begin the study of another language at Boston College Intown.

A total of twelve (12) credits must be acquired in the same Modern Language. It is not permissible after two years of collegiate study of a Modern Language to begin a new language, and to consider the credits earned in this new Modern Language as satisfying the requirements of the College.

ACCEPTABLE HIGH SCHOOL UNITS

A high school unit represents the satisfactory completion of a definite subject, e.g., English, which has been studied at least four hours a week for a full year comprising at least thirty-six weeks. A subject to which less time than this has been devoted, will be computed in proportionate fractions of a unit. Thus a course in History which has been studied only two hours a week for a full year, will be evaluated as constituting one-half ($\frac{1}{2}$) a unit in History. However, no credit will be given for a course which yields less than one-half a unit. The following is a list of acceptable high school units. The numerals indicate the maximum number of units acceptable in the specified subject.

English I (Grammar and Composition)	2	Intermediate German	1
English II (Literature)	2	Elementary Italian	2
Ancient History	1	Intermediate Italian	1
American History	1	Elementary Spanish	2
English History	1	Intermediate Spanish	1
American History and Civil Government	1	Elementary Algebra	1
European History	1	Intermediate Algebra	1
World History	1	Plane Geometry	1
Modern History	1	Solid Geometry	$\frac{1}{2}$
Medieval History	1	Plane Trigonometry	$\frac{1}{2}$
Problems of Democracy	1	Chemistry	1
Civil Government	$\frac{1}{2}$	Physics	1
Latin (Elementary)	1	Biology	1
Latin (Caesar)	1	Botany	1
Latin (Cicero)	1	Zoölogy	1
Latin (Virgil)	1	Economics	1
Greek (Elementary)	1	Astronomy	1
Greek (Xenophon's <i>Anabasis</i>) ..	1	Geography	1
Greek (Homer's <i>Iliad</i>)	1	Elementary Science	1
Elementary French	2	Social Studies	1
Intermediate French	1	Law	1
Elementary German	2	Mechanical Drawing	$\frac{1}{2}$
		Free-hand Drawing	$\frac{1}{2}$

ENTRANCE PROCEDURE

1. Applications for admission, on the form provided by the College, should be filed not later than one week before the date of the Entrance Examinations. The application should be accompanied by the examination fee of five dollars.

2. At the same time, high school records from all high schools attended by the Registrant must be forwarded directly to the Office of the Registrar by the high school office.

3. Upon receipt of the Application, the Examination Fee, and the High School Transcript, a card of admission to the examinations will be sent to eligible candidates.

4. When final action has been taken on applications by the Committee on Admissions, successful candidates will be informed as to the details of registration.

ENTRANCE EXAMINATIONS

All applicants for admission to Boston College Intown, in addition to satisfying the general entrance requirements, must successfully pass the entrance examinations conducted by the College. These examinations are held in June and August of each year. The June examinations also determine the award of the McGarry Scholarships.

The examinations consist of a series of objective tests designed to measure aptitude and achievement. Special preparation for these tests is not deemed advisable.

Final decision on the acceptability of candidates rests with the Committee on Admissions.

ADMISSION TO ADVANCED STANDING

Students who have pursued studies in duly accredited colleges may receive credit for their scholastic work, provided it has been done in acceptable subjects and is of high standard.

Admission to advanced standing will be conditioned by the following considerations:

1. A minimum of sixty (60) semester hours credit must be earned at Boston College Intown to qualify the student for a Boston College degree. This is a minimum requirement; it is *not* a guarantee that the maximum amount of credit in transfer will be accepted in any particular case.

2. To be acceptable, credit must represent work which is applicable to a current curriculum at Boston College Intown, and must be equivalent in content and quality to the courses for which it is offered as a substitute.

3. Only courses in which the applicant has received a grade of at least C will be considered.

4. The maximum credit in transfer which can be allowed for one full year of work will be thirty (30) semester hours.

5. Exact evaluation of credit in transfer will not be given until the student has earned twenty (20) semester hours of credit at Boston College Intown.

An applicant for advanced standing must file the following :

1. An official transcript, including certificate of honorable dismissal, which must be forwarded to the Registrar of Boston College Intown by way of direct transit from the office of the Dean or Registrar of the College previously attended. Personal presentation of such records by the applicant will not be accepted as official.

2. An official and complete statement of entrance credits and conditions.

3. A marked copy of the catalogue of the College previously attended, indicating the courses for which credit is desired.

DEGREES

Students of Boston College Intown may aspire for either the degree of *Bachelor of Arts*, or the degree of *Bachelor of Science*. With reference to the latter degree, students may study for a *Bachelor of Science* degree in *Education*, in *History*, or in *Social Sciences*.

A minimum of six (6) years and a maximum of eight (8) years are allowed to complete the requirements for a degree.

PRE-LEGAL REQUIREMENTS

Candidates for admission to the Boston College Law School must have completed two years of full-time college work or its equivalent. This requirement may be satisfied by completing one-half the degree requirements, 60 credits, at the College of Arts and Sciences Intown. Students who wish to enter the Law School are registered in any one of the degree programs, and are required to follow the regular course, without variations, for three years. The usual entrance requirements of graduation from an accredited high school with at least fifteen (15) units and entrance examinations are required for admission.

The student is warned that the mere acquisition of passing grades in all subjects does not constitute a guarantee of admission to the Law School. An average grade of C (70%) of all courses

taken during the three years of study is one of the conditions required by the Board of Admissions of the Boston College Law School.

AUDITORS

A limited number of students who are not candidates for a degree may enroll for courses without offering high school credentials. Evidence of good moral character is required of all students. These special students do not take the examinations at the end of the course. The fee for auditing a course is one-half the fee of a regular course. *Auditors must make full payment of the tuition on the day of registration.*

REGULATIONS

REGISTRATION

Students are registered at the office of the Registrar, 126 Newbury Street, Boston, Mass. No student should register for any course without the approval of the Dean or Registrar.

REGISTRATION :

Sept. 10-14 — 9:00 A.M.-8:00 P. M.

FEES

Entrance Examination Fee	\$ 5.00
Registration Fee: First year (not refundable)	5.00
Each succeeding year (not refundable)	2.00
Late Registration (not refundable)	2.00
Fee for each course per semester hour credit	10.00
Fee for Auditors per semester hour credit	5.00
Library Fee (not refundable)	3.00
Condition Examination Fee	5.00
Absentee Examination Fee	5.00
Quarterly Examination Fee (absentee)	3.00
Fee for privilege of deferred payments	5.00
Laboratory Fee: by arrangement	
Graduation Fee	10.00
Tuition for full-time students (20 credits)	180.00

On the day of registration, students must pay the following: The registration fee, the library fee and one-fourth of the total tuition for the year.

The balance of the tuition is payable in three equal installments on or before the dates listed in the Academic calendar. Failure to meet the tuition obligations on the dates assigned incurs a fee of \$5.00 for deferred payments.

Any arrangement for payments of tuition other than that outlined above must be approved by the Dean.

A fee of \$5.00 is assessed for the privilege of deferred payments.

Checks will be honored for payment only when made out to cover the *exact* amount of indebtedness.

Under no condition will a student be admitted to either the mid-term or final examination unless all tuition obligations have been satisfied.

ABSENCE FROM CLASS

No student may absent himself from any class without the explicit permission of the Dean, and even such excused absences are not to exceed 10 per cent of the lectures for any course for the *current* semester. Certified excuses must be filed with the Registrar immediately on return to classes, *not* at the end of the semester. Absences in excess of 10 per cent automatically disqualify the student from receiving credit for the course. Students are required to keep count of their own absences.

WITHDRAWAL FROM COURSES AND REFUNDS

A student who withdraws from any course must notify the Office in writing. Withdrawal from the course will become effective as of the date on which the Office receives the notice. This date also applies to refunds. In default of such notice, refund on tuition cannot be expected. Failure to conform to this regulation is prejudicial to honorable dismissal as well as to readmission to the College.

Fees are not returnable. Tuition is not returnable after the first three weeks of a quarter. Students who withdraw during the first three weeks of a quarter will receive a pro rata refund.

ADMISSION TO CLASS AND EXAMINATIONS

For admission to any class an admittance card must be obtained from the office of the Registrar and presented to the professor conducting the class.

For admission to the mid-year and final examinations a similar card for each course must be obtained from the office of the Registrar and presented to the proctor.

APPROVAL OF PROGRAMS

All matriculated students must follow the curriculum prescribed by the College. No credit will be granted for courses not included in this curriculum unless the written permission of the Dean has been obtained in advance.

Also, students enrolled at Boston College Intown as candidates for a degree will not be allowed to follow courses in any other College at the same time. Those who are not candidates for a Boston College degree are not included in this proscription.

EXAMINATIONS

Supervised, written examinations are held at the close of each semester on the subject matter completed in that semester. Students who fail to receive a passing grade of 60% in the semester examination, but who have received a passing grade for their class work are allowed to take a condition examination. The mark for a condition examination is never more than a passing grade of 60%. Absence from a condition examination automatically results in a deficiency and the entire course must be repeated.

Students who have not received a passing grade of 60% in class work, tests, recitations, and assigned readings, incur a deficiency, and are not eligible to take the semester examination in the course.

Students who are absent from the semester examinations may be permitted to take an absentee examination provided a certified and acceptable reason for the absence is filed with the Dean within one week of the incurred absence. Such students will be granted the full mark attained in the examination. No condition examination will be allowed to students who fail in their absentee examination.

In order to insure sustained effort and to provide the faculty with greater opportunities for direction, quarterly examinations in all courses are held at the mid-semester. Grades received in these examinations form an integral part of the final mark for the course.

SCHOLARSHIP

Students with three failures will be dropped from the College register. Any student whose scholastic work falls below a C (70%) average will be requested to withdraw from the College. An average of at least C (70%) in three-fourths of the courses studied is required for graduation, i.e., in courses amounting to ninety (90) credits.

REPORTS

Results of the mid-year and final examinations will be sent to the students through the mails as soon as they have been compiled and recorded in the files. Grades will not be announced to the students either privately or publicly by professors without the permission of the Dean.

Errors on report cards should be brought to the attention of the office. Transcripts will be based on the credits recorded in the official files, and not on student reports.

TRANSCRIPTS OF RECORD

Official transcripts of records cannot be given to students or graduates, but must be mailed directly to institutions or persons considering the applicant for admission or employment. The first transcript is furnished free. A fee of one dollar is charged for each additional copy. No transcripts are issued during examination or registration periods.

STUDENT RESPONSIBILITY

Each student has the responsibility of being thoroughly informed about the regulations of the College as outlined in this bulletin, and other regulations and announcements posted on the College Bulletin Board. This is considered adequate promulgation.

MODERN LANGUAGE

Students who have had no high school training in a modern language must begin one of the elementary courses which are offered in the following pages. Students who have had two years' study in high school should register for the intermediate courses in the same language. Students who have had more than two years' training in high school should register for advanced courses in the same language. All students may begin work in the elementary class of a language other than that which they studied in high school. The twelve (12) required credits must be earned in the same modern language.

SCIENCE

Every candidate for the Bachelor's degree will be required to earn six (6) semester hours' credit in Biology, in Chemistry or in Physics. In the science selected, some laboratory work must be done.

ELECTIVES

In order to give unity to Elective studies, the student should select, with the advice of the Dean, one Elective Branch as a "Major" study or "field of concentration." In this decision the main factor should be the student's prospective vocation in life. When this choice has been made, eighteen (18) semester hours of instruction should be taken in the same subject or in subjects so closely allied as to form a well unified field. These courses must be of advanced undergraduate calibre, i.e., those numbered in the one hundred group in this catalogue. No work should be begun on the "Major" study until the student has completed the courses prescribed in the Freshman and Sophomore curricula.

This arrangement of Elective studies will equip the student to continue graduate studies in his chosen field. In all cases it is to be plainly understood that whatever a student's "Major" may be, he is always obliged to follow the curriculum prescribed for the Bachelor's degree.

The following departments afford advanced undergraduate courses in which the "Major" or "field of concentration" may be chosen.

Classics

Education

English

History

Romance Languages

Social Sciences

REQUIREMENTS FOR DEGREE

The following tables represent the number of semester hours credit which must be acquired in each subject of the prescribed curriculum for the degree of Bachelor.

Bachelor of Arts

Subject	Credits
Philosophy	28
English	12
Latin	12
History: European Survey ...	12
History: United States	4
Modern Language	12
Greek or Mathematics	6
Science	6
Apologetics	8
Electives	20
<hr/>	
Total	120

Bachelor of Science (In Education)

Subject	Credits
Philosophy	28
English	12
Education	12
History: European Survey ...	12
History: United States	4
Modern Language	12
Mathematics	6
Science	6
Apologetics	8
Electives	20
<hr/>	
Total	120

Bachelor of Science (In History)

Subject	Credits
Philosophy	28
English	12
History: European Survey ...	12
History: United States	4
Modern Language	12
Mathematics	6
Social Science	12
Science	6
Apologetics	8
Electives	20
<hr/>	
Total	120

Bachelor of Science (In Social Science)

Subject	Credits
Philosophy	28
English	12
History: European Survey ...	12
History: United States	4
Modern Language	12
Mathematics	6
Science	6
Social Science	12
Apologetics	8
Electives	20
<hr/>	
Total	120

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

First Year

First Semester

English 1	2
Latin 1	2
Modern Language 1 or 11	2
Philosophy 1	3
Religion 11	1
	<hr/>
	10

Second Semester

English 3	2
Latin	2
Modern Language 2 or 12	2
Philosophy 3	3
Religion 11	1
	<hr/>
	10

Second Year

First Semester

English 11	2
Latin 3	2
Modern Language 11 or 21	2
Philosophy 21	2
History 11	2
Religion 21	1
	<hr/>
	11

Second Semester

English 21	2
Latin 21	2
Modern Language 12 or 22	2
Philosophy 23	2
History 12	2
Religion 21	1
	<hr/>
	11

Third Year

First Semester

English 22	2
Latin 22	2
Modern Language 21 or 31	2
Philosophy 31	2
History 13	2
Religion 31	1
	<hr/>
	11

Second Semester

English 23	2
Latin 23	2
Modern Language 22 or 23	2
Philosophy 32	2
History 21	2
Religion 31	1
	<hr/>
	11

Fourth Year

First Semester

Philosophy 51-52	3
History 22	2
Mathematics 41	3
Electives	2
	<hr/>
	10

Second Semester

Philosophy 52	3
History 23	2
Mathematics 43	3
Electives	2
	<hr/>
	10

Fifth Year**First Semester**

Philosophy 61	2
Science 41	3
Electives	4
	<hr/>
	9

Second Semester

Philosophy 62	2
Science 43	3
Electives	4
	<hr/>
	9

Sixth Year**First Semester**

Philosophy 63	2
History 151	2
Electives	4
Religion 51	1
	<hr/>
	9

Second Semester

Philosophy 111	2
History 153	2
Electives	4
Religion 51	1
	<hr/>
	9

**REQUIREMENTS FOR THE DEGREE OF
BACHELOR OF SCIENCE in
EDUCATION, HISTORY or SOCIAL SCIENCES**

First Year**First Semester**

English 1	2
Social Science 11 or Education 11	2
Modern Language 1 or 11	2
Philosophy 1	3
Religion 11	1
	<hr/>
	10

Second Semester

English 3	2
Social Science 12 or Education 12	2
Modern Language 2 or 12	2
Philosophy 3	3
Religion 11	1
	<hr/>
	10

Second Year**First Semester**

English 11	2
Social Science 13 or Education 13	2
Modern Language 11 or 21	2
Philosophy 21	2
History 11	2
Religion 21	1
	<hr/>
	11

Second Semester

English 21	2
Social Science 21 or Education 21	2
Modern Language 12 or 22	2
Philosophy 23	2
History 12	2
Religion 21	1
	<hr/>
	11

Third Year

First Semester

English 22	2
Social Science 22 or Education 22	2
Modern Language 21 or 31	2
Philosophy 31	2
History 13	2
Religion 31	1
—	
	11

Second Semester

English 23	2
Social Science 23 or Education 23	2
Modern Language 22 or 32	2
Philosophy 32	2
History 21	2
Religion 31	1
—	
	11

Fourth Year

First Semester

Philosophy 51-52	3
History 22	2
Mathematics 41	3
Electives	2
—	
	10

Second Semester

Philosophy 52	3
History 23	2
Mathematics 43	3
Electives	2
—	
	10

Fifth Year

First Semester

Philosophy 61	2
Science 41	3
Electives	4
—	
	9

Second Semester

Philosophy 62	2
Science 43	3
Electives	4
—	
	9

Sixth Year

First Semester

Philosophy 63	2
History 151	2
Electives	4
Religion 51	1
—	
	9

Second Semester

Philosophy 111	2
History 153	2
Electives	4
Religion 51	1
—	
	9

EDUCATION

EDUCATION 11—Educational Orientation.

An introductory course comprising a general survey of the field of professional education. The prime purpose of the course is to adjust the student to the program of the teacher-training department and to lay the foundation for a professional attitude towards his later work in the capacity of teacher. The lectures will not attempt to make a complete or exhaustive examination of any particular subject in the sphere of education, but will aim rather to give the student an elemental knowledge of the content of each of its main divisions. Emphasis will be placed on principles.

Two semester hours.

EDUCATION 12—Principles of Education.

A presentation and elucidation of the basic concepts and principles which are as controls and norms in guiding thoughtful educational activity. The aim of the course is to study and confirm the validity of the proximate principles which should serve as the immediate determinants of teaching procedure. The validity of these proximate principles will be established by reference to the ultimate abstract and philosophical principles of education.

Two semester hours.

EDUCATION 13—General Methods.

A study of methods and techniques in classroom teaching and class management. The purpose of the course is to familiarize the student-teacher with practical methods which have been found by concrete experience and scientific investigation to be most helpful and effective in securing specific educational objectives. The preparing of the beginning-teacher to assume his responsibilities with a firm grasp of fundamental teaching-skills and practices is the special aim and purpose of the course.

Two semester hours.

EDUCATION 21—History of Education: I.

A survey of the history of Education from primitive times up to the Reformation period. The lectures will investigate the object, content and methods of the various systems of education which flourished during these centuries. A critical evaluation of these early educational practices and an appreciation of their influence on modern educational procedure will be the precise objective of the course.

Four semester hours.

EDUCATION 22—History of Education: II.

A continuation of the history of Education from the Reformation period to the present century. The lectures will discuss the object, content and methods of typical forms of post-reformation education. To trace the development of education from the Reformation to the modern era will be the aim of the course.

Four semester hours.

EDUCATION 23—Character Education.

This course aims at three distinct objectives: first, a scientific study of character involving the definition of character, the aim of Character Education, and the basis on which any true system of Character Education must be founded; second, the establishment of principles determining the best possible method of character training; third, the investigation and critical evaluation of modern theories and practices in Character Education.

Two semester hours.

EDUCATION 101—Philosophy of Education.

The agencies of education, the social environment of the child, the major problems connected with curriculum, organization, administration and methods of teaching. The true aim of education and some of the more conspicuous among the false or inadequate aims of education are examined and criticized.

Two semester hours.

EDUCATION 111—Principles of Mental Hygiene.

A course in the psychology of adjustment and its application to daily life. This course has a threefold purpose: to give the student a basis for a better understanding of his own personality and its development; to help him better understand his fellowmen and his adjustment to them; and to acquaint him with the rich resources at his disposal in the field of mental hygiene. By means of lectures and class discussions, basic content material will be presented. Selected references for parallel reading will be given the student. A special problem for concentrated study will be chosen by each student as a nucleus around which to integrate his course work. A term report on this topic will be due at the close of the course.

Two semester hours.

EDUCATION 113—Mental Hygiene of Childhood and Adolescence.

A study of the behavior problems of childhood and adolescence. This is a professional course for teachers which purposes to give the teacher or other workers with children a better understanding of the child, his nature and his needs, as a basis for educational guidance and for improved teacher-child relationships. The principles of mental hygiene will be applied to classroom problems through the case-study method.

Two semester hours.

EDUCATION 115—Mental Hygiene for Nurses.

A course in the psychology of adjustment proper to the nursing profession. An exposition of the principles of mental hygiene applicable to problems appropriate to the profession will be the general purpose of the course. Its specific object is twofold: first, to stimulate and induce in the graduate nurse an appreciation of the latent possibilities of her personality for a more effective exercise of her profession; and secondly, to produce a more perfect understanding of her patients both in sickness and in health. The basic material of dynamic psychology and mental hygiene will be presented through lectures and directed supplementary reading.

Two semester hours.

EDUCATION 117—Personality.

For description of this course, see Social Science 129.

EDUCATION 129—History of Education: United States.

Comprehensive survey of educational development in the United States from Colonial times to the present. The origin and growth of every standard of institutional instruction from kindergarten to university will be studied in detail, and the influence of non-formal teaching agencies upon their development will be investigated. Various religious, industrial, and social factors which have contributed to the form and direction of educational theory and practice will be analyzed and evaluated for the purpose of imparting to the student a clear historical perspective for a better understanding and appreciation of contemporary American school policies, purposes, interests, and practices. The course will progress through five distinct phases of American educational history.

Two semester hours.

EDUCATION 130—History of Catholic Education in the United States.

Catholic mission schools of the Colonial period. Problems, development and practices in the early national period. The formulation of an educational policy and the subsequent growth of schools and the contributions of religious organizations to educational progress.

Two semester hours.

EDUCATION 141—Educational Psychology.

A systematic exposition of the nature, characteristics, and operative forces of learning. The course is designed to provide for the prospective teacher a solid psychological basis for classroom methodology. Its aim is professional proficiency in teaching in so far as this may be attained by attentive study of the nature of the pupil considered as a complete individual unit composed of body and soul. The various human powers, factors and elements which make learning and education possible, will be considered for the purpose of determining fundamental principles upon which natural procedure in teaching should be based.

Two semester hours.

EDUCATION 143—Psychology of Child Guidance.

A course for teachers, nurses, and social workers. The behavior problems of the pre-school and school child and their treatment will form the nucleus of the course.

Two semester hours.

EDUCATION 145—Educational Guidance.

This course considers the problems and methods of educational guidance. Emphasis will be placed upon study skills, remedial work, methods of motivation, and determination of interests and aptitudes.

Two semester hours.

EDUCATION 149—Elementary Educational Statistics.

An introductory course in the statistical procedures employed in educational problems and research.

Two semester hours.

EDUCATION 153—Educational Tests and Measurements.

The uses, administration, and interpretation of educational achievement tests.

Two semester hours.

EDUCATION 157—The Psychology of Reading.

The abilities and processes involved in reading. A discussion of diagnostic methods and remedial measures.

Two semester hours.

ENGLISH

ENGLISH 1—English Composition.

A fundamental college course in the precepts and practice of English Composition. A practical knowledge of the basic principles of the art of composition is the object of the course. Hence frequent written exercises based on the precepts explained in class will be required of the student.

Two semester hours.

ENGLISH 3—The Art of Poetry.

A study of poetry as one of the fine arts. The purpose of the course is to awaken in the student an appreciation of poetic thought and expression through a knowledge of the principles proper to the poetic art. The scope of the lectures will be restricted to the field of English poetry. From this source will be drawn the numerous passages necessary for illustrations of the abstract principles.

Two semester hours.

ENGLISH 11—History and Criticism of English Literature.

The Age of Shakespeare. The Age of Milton. The Romantic Movement. Victorian Poetry.

Two semester hours.

ENGLISH 21—The Art of Rhetoric.

The aim of this course is to train the student in the precepts and practice of clear, orderly, interesting and forceful writing. Special emphasis will be placed upon the composition of convincing speeches, essays and articles. The course will also aim to increase the student's appreciation of good literature and to provide an introduction to the fundamentals of public speaking.

ENGLISH 22—Advanced Rhetoric and Public Speaking.

A course in the more advanced precepts and practice of prose writing and public speaking. The aim of the course is to provide the student with a greater fluency in written and oral expression. An appreciation of good literary writing will be stressed. Selected prose readings and plays of Shakespeare will be read and discussed in class.

ENGLISH 23—Shakespeare.

A study of selected tragedies and comedies for their literary and dramatic value.

Two semester hours.

ENGLISH 101—History of English Literature I.

A formative and critical survey of the literature of England from the Early Saxon times to the Restoration of Charles II in 1660. The purpose of the course is to enable the student to understand the gradual growth and development of modern English words and literary forms from their earliest known origins. This will be accomplished by a reading of literary selections from Saxon authors and writers of the several distinctive periods. Representative readings will be assigned to the student. Conclusions arrived at during the progress of the course will be based upon these readings.

Two semester hours.

ENGLISH 102—History of English Literature II.

A critical examination of the field of English literature from the Restoration to modern times. As in the preceding course the purpose of the lectures will be to expose the various literary forms of successive periods for an appreciation of their influence upon the growth and development of modern literary style and manner. Selections from authors eminent in their age and time will be read and studied in class. Assignments for individual research will supplement the formal lectures.

Two semester hours.

ENGLISH 111—Creative Writing.

An advanced seminar course in writing open to those who have passed English 22 with distinction or who have otherwise satisfied the Professor of their aptitude. The course will offer criticism and direction in the writing of modern short stories, essays and articles.

ENGLISH 121—Shakespeare: Comedies.

A study of Shakespearean dramatic comedy. The course will comprise a reading and appreciation of comedies: *The Tempest*, *The Winter's Tale*, *Twelfth Night*, *As You Like It*, *Much Ado About Nothing*, *The Merry Wives of Windsor*, and *The Taming of the Shrew*.

Four semester hours.

ENGLISH 123—Shakespeare: Tragedies.

A study of Shakespearean tragedies. The course will comprise a reading and appreciation of the following six plays: Coriolanus, Macbeth, Hamlet, King Lear, Othello, Anthony and Cleopatra.

Four semester hours.

ENGLISH 131—History of Gaelic Literature I.

The literary and historical background of Ireland's prose and poetry from the earliest times to 1500. The beginning of letters in ancient Ireland; the debt due to the monastic schools and to Catholic inspiration. The bards and their influence; the Irish epics, romances, Christian poetry and prose. Religious and social backgrounds of the period will be analyzed. *No knowledge of Gaelic is required.*

Two semester hours.

ENGLISH 133—History of Gaelic Literature II.

Gaelic writers and their works from 1500 to the present day. The results of the Conquest on Irish literature; the efforts to crush the language. The Hedge Schools; rise of the Gaelic League and the Modern Irish Movement will be treated. *No knowledge of Gaelic is required.*

Two semester hours.

ENGLISH 161—Contemporary American Literature.

A survey and criticism of American literature since the advent of the twentieth century. The lectures will study the writings of prominent American novelists, dramatists, poets, biographers, and critics, for the purpose of evaluating their contributions in the light of sound literary principles.

Two semester hours.

ENGLISH 163—Contemporary British Literature.

A critical and appreciative survey of the outstanding poets and prose writers in Great Britain in the late nineteenth and early twentieth centuries.

Four semester hours.

ENGLISH 169—Modern Catholic Literature.

Beginning with the Oxford Movement, this course will review the works of selected Catholic writers, English, American and Irish. The aim of the course will be the aesthetic enjoyment of modern literature in which technical excellence and intensity of feeling are joined with authentic philosophy and truth.

Four semester hours.

ENGLISH 171—The Modern Novel.

Study Club selections, book-of-the-month and prominent novels will be discussed and evaluated. What makes a novel "popular"—philosophy behind the stories. Standards of literary criticism will be established and exemplified. How to judge a new book.

Two semester hours.

ENGLISH 181—The Tragedies of Shakespeare.

In this course all of Shakespeare's Tragedies, including the History-Tragedies Richard III, Richard II and Henry VIII, will be read and discussed in class. The aim of the course is to give the student a thorough familiarity with the plays from a cultural and humanistic viewpoint.

ENGLISH 191—Types of Dramatic Literature.

The Class will read and discuss a typical play selected from each significant period in the development of the Drama from Greece to the present day. Emphasis will be placed upon a cultural appreciation of the plays themselves and upon a general understanding of the periods which produced them.

ENGLISH 196—A Survey of American Literature from The Colonial Period to Walt Whitman.

This course will trace the development of American Literature from Colonial Times to the beginning of the Modern Period. Emphasis will be placed upon an understanding of the growth of the American mind and spirit and upon a cultural appreciation of the literary works of the period. Special emphasis will be given to the works of such major figures as: Franklin, Irving, Cooper, Poe, Hawthorne, Emerson, Thoreau, Melville, Dana and the New England Poets, Bryant, Lowell, Longfellow, Whittier and Holmes.

John W. Ryan, S.J.

GAELIC

GAELIC 1—Elementary Gaelic.

Elements of grammar; greetings, proverbs, short stories. This course aims to give a basis for reading and conversation and to explain many words and phrases found in Irish songs and poems and in the English language.

Four semester hours.

GAELIC 11—Intermediate Gaelic.

Elements of grammar; greetings, proverbs, short stories. This course aims to give a reading knowledge of the language and a basis for conversation in Gaelic. Those taking the course must have had at least six months of previous study in Gaelic.

Four semester hours.

GAELIC 131—History of Gaelic Literature I.

The literary and historical background of Ireland's prose and poetry from the earliest times to 1500. The beginning of letters in ancient Ireland; the debt due to the monastic schools and to Catholic inspiration. The bards and their influence; the Irish epics, romances, Christian poetry and prose. Religious and social backgrounds of the period will be analyzed. *No knowledge of Gaelic is required.*

Two semester hours.

GAELIC 133—History of Gaelic Literature II.

Gaelic writers and their works from 1500 to the present day. The results of the Conquest on Irish literature; the efforts to crush the language. The Hedge Schools; rise of the Gaelic League and the Modern Irish Movement will be treated. *No knowledge of Gaelic is required.*

Two semester hours.

GREEK

GREEK 1—Elementary Greek.

A course in the elements of Greek grammar and syntax. It is intended for students who have had no previous training in the language, and will provide an intensive program of drill and exercise in declensions and conjugations in order that the student by the end of the year may be able to read and translate with comparative facility passages from Xenophon's *Anabasis*.

Four semester hours.

GREEK 11—Intermediate Greek.

A course in the study of Greek consisting of advanced work in grammar and reading. This course is intended for students who have completed the work of Greek I or the equivalent.

Two semester hours.

GREEK 21—Advanced Greek.

A reading and appreciation course in selected masterpieces of the Greek language. It is of college grade and presupposes that the student has had two years of previous training in the fundamentals of the Greek language. It will consist of readings both in prose and poetry. A finished translation of the authors will be required together with an appreciation of the qualities which merited for the authors a high position in the field of literature.

Two semester hours.

HISTORY AND GOVERNMENT**HISTORY 11—Early Christian Civilization.**

A preliminary course on the history of the Christian Era from the time of Augustus to Charlemagne.

Two semester hours.

HISTORY 12—The Middle Ages.

This course surveys the important period of 500 years from 800 to 1300, known as the Middle Ages.

Two semester hours.

HISTORY 13—The Decline of the Middle Ages.

In this course, which covers the period from the beginning of the 14th century to Luther's revolt against the Papacy in 1517, a study will be made of the Renaissance and of those events which led up to the Protestant Reformation.

Two semester hours.

HISTORY 21—The Reformation and Counter-Reformation.

This course is a study of the Reformations begun by Luther, Calvin and Henry VIII, and the vigorous Counter-Reformation after the Council of Trent. The growth of colonial empires in America will receive attention.

Two semester hours.

HISTORY 22—The Era of Rationalism and Revolution.

A survey of European history from the Treaty of Westphalia in 1648 to the Congress of Vienna in 1815. The period between these two important peace treaties produced radical changes in the social, political and economic thought of Europe.

Two semester hours.

HISTORY 23—Modern European History.

A study of social and political developments in Europe during the 19th and 20th centuries. A comprehensive view of the turbulent and shifting condition of affairs in leading European countries, under the impact of such forces as the industrial revolution, liberalism, imperialism, nationalism, socialism, democracy, depression and totalitarianism, is the object of the course.

Two semester hours.

HISTORY 111—Historical Factors in Early Christian Civilization.

By arrangement (1st sem.)

Two semester hours.

HISTORY 121—Europe During the Era of the Reformation.

This course is a study of the chief factors of European history from the Revolt of Luther to the Treaty of Westphalia.

Two semester hours.

HISTORY 131—Europe in the Era of Enlightenment and Revolution.

This course is a study of the chief factors in European history from 1648 to 1815.

Two semester hours.

HISTORY 149—Europe from Napoleon to Hitler.

Two semester hours.

HISTORY 151—United States History: I, 1492 - 1865.

The purpose of this course is to acquaint the student with the major events and personages in the growth of American civilization from the Age of Discovery through the Civil War.

Four semester hours.

HISTORY 153—United States History: II, 1865 to 1941.

This course is a study of the principal events and outstanding national figures which determined the course in American history from the close of the Civil War to the present time.

Four semester hours.

HISTORY 181-183—Latin American History.

This course emphasizes the cultural elements which entered into Latin American civilization during the periods of colonization and early independence.

Six semester hours.

GOVERNMENT 101—American National Government.

In this course a study is made of the structural and functional aspects of American national government.

Four semester hours.

GOVERNMENT 119—Public Affairs Workshop.

Under a system of units, teacher and pupil will study the finding, weighing, and correlation of information on vital problems of the day. Among the projected units are geopolitics, public opinion, new world order, censorship.

Two semester hours.

L A T I N

LATIN 1—Latin Composition.

A course in Latin Composition based upon the style of Cicero. The attainment of accuracy in expression and familiarity with the genius of the language is the purpose of the course. It is also designed to facilitate and render more profitable the reading of Latin prose authors. To further this end written exercises in imitation of Cicero's style will be prescribed for work outside of class.

Two semester hours.

LATIN 2—Cicero: *Pro Archia* and Horace: *Ars Poetica*.

The object of the course is one of literary appreciation and expression. Cicero's defense of Archias will be read in the first part of the course. The speech will be studied from the critical point of view in order to evaluate the orator's opinion on the value of humanistic studies. Discussions will be held and comparisons instituted with reference to more modern views on literature. Special consideration will be given to Newman's *Essay on Literature*.

The course also includes a study of the Epistle to the Pisos, commonly called the *Ars Poetica*, by Horace. It is considered as an informal expression of the author's literary and critical theory. The excellences and deficiencies of the work are carefully examined.

Two semester hours.

LATIN 3—Odes of Horace.

A course in Latin poetry comprising a reading and study of the Odes of Horace. A scholarly appreciation of the Roman poet's great lyric gift will be the object of the course. The more famous of the odes which won for him an immortal crown in the lyric field will be selected for translation and study. Passages and excerpts from the wealth of critical literature written on the Odes will be assigned for reading outside of class. For a balanced and rounded appreciation captious as well as laudatory essays will be considered.

Two semester hours.

LATIN 4—Livy.

A study in style. Livy has been criticized for his historical methods but as a writer he has won unstinted praise. His rich, clear and harmonious language equals at times the eloquence of great orators.

Two semester hours.

LATIN 21—Cicero: *Pro Lege Manilia*.

A study of Latin oratorical style and eloquence. The speech of Cicero in support of the Manilian Law will serve as an apt medium for an appreciation of Roman oratory at the peak of its perfection. A reading and translation of the text will be combined with a thorough rhetorical analysis of the thought-content with a view to acquiring an intimacy both with the graceful and fluent Ciceronian sentence and the orderly and effective development of topics.

Two semester hours.

LATIN 22—Horace and Juvenal: Satires.

A reading course in selected passages from the satires of Horace and Juvenal. The purpose of the course is to acquaint the student with a distinctive Latin type of literature, and to institute a comparative study of the two outstanding masters of Latin satirical verse. From a more thorough appreciation of the satires themselves, the Roman society which served as the target against which Horace and Juvenal aimed their arrows of wit and ridicule will be studied in broad outline.

Two semester hours.

LATIN 23—Cicero: *Pro Milone*.

A study of the object, content, and historical background of Cicero's speech in behalf of Milo and a discussion of the rhetorical principles exemplified in the argumentation of the speech.

Two semester hours.

LATIN 24—Tacitus: *Agricola* and *Annales*.

A study in style and criticism of the greatest historian of the Silver Age. Excerpts will be read from the *Agricola* and *Annales* as representatives of two distinct phases of historical treatment. The *Agricola* will be studied as "a memorable revelation of a period in history and a noble personality," and the *Annales* as "one of the greatest monuments of historical genius—the ripest work of a penetrating critic of affairs who expressed his thoughts in accents that are absolutely unique."

Two semester hours.

LATIN 51—Roman Drama.

A study of the origin, development, and literary characteristics of the Roman Drama, with emphasis placed on Comedy. A representative play of Plautus and of Terence will be read and critically examined.

Two semester hours.

LATIN 57—Roman Elegiac Poets.

A study of Elegiac Poetry as it emerged from its Greek origins and was imitated and developed by the Romans. The styles of Catullus, Tibullus, Propertius and Ovid will be studied in a selected group of their poems. Emphasis will be placed on the elegiac form and literary value of the works selected.

Two semester hours.

LATIN 58—Early Christian Latin Verse.

A study of the origin, development, and literary characteristics of the Christian Latin Verse in the first six centuries. Emphasis will be placed on the religious lyrics or hymns of St. Ambrose, St. Gregory the Great, Prudentius, Sedulius, and Fortunatus.

Two semester hours.

LATIN 59—Latin Christian Hymns.

A general view of Latin Christian hymns from the time of Hilary of Poitiers and Ambrose of Milan to the present day. Selected masterpieces from the old Christian and medieval hymns as well as from the Italian Renaissance and the later humanism of France will be critically appreciated, with emphasis on the hymns of the medieval period.

Two semester hours.

LATIN 61—St. Augustine and Early Christian Latin Prose.

A study of the origin, development, and literary characteristics of early Christian Latin Prose from its beginnings in the second century through the Age of the Great Doctors into its decline with the advent of the Barbarian Times. Representative selections illustrating this development will be read and critically examined. Emphasis will be placed on St. Augustine. For freshman and sophomore.

Two semester hours.

LATIN 101—History of Latin Literature.

A formative and critical survey of Latin Literature. The purpose of the course is to enable the student to understand the gradual growth and development of Classical Latin and the development of Latin words and literary forms from their earliest known origins. This is accomplished by a reading of literary selections from writers of several distinctive periods. Representative readings will be assigned to the student. Conclusions arrived at during the progress of the course will be based on these readings.

Four semester hours.

LATIN 141—The *Aeneid* of Virgil.

Selected passages will be read from the twelve books of the author's epic poem. In tracing the story adequate consideration will be given to the poet's elegance of expression and mastery of verse, but the principle object will be the achievement of literary appreciation. For this purpose the application of literary parallelism will serve as the primary method of approach.

Four semester hours.

LATIN 163—The Rise and Progress of Roman Literary Prose.

This course will present an historical study of the origin and growth of Latin prose literature from the fragments of the pre-Ciceronian writers to the highly wrought artistry of Cicero's prose. Characteristic passages of other prose authors of the Golden Age will be cited for comparison and contrast. Throughout the course an attempt will be made to estimate the influences operative in the development of Roman Prose as a literary form.

Two semester hours.

M A T H E M A T I C S

MATHEMATICS 41 - 43—College Mathematics.

The essentials of College Algebra, Trigonometry, and Analytic Geometry.

Six semester hours.

MATHEMATICS 45—Differential Calculus.

A study of the methods and application of differentiation. The object of the course is to develop in the student a facility in handling the differential formulas, and an ability to set up practical problems in the Differential Calculus. For the attainment of these ends recourse will be had to a great amount of problem work.

Two semester hours.

MATHEMATICS 47—Integral Calculus.

A treatise on the rules for integration of functions. To acquaint the student with the methods by which functions may be integrated will be the objective of the course. Familiarity with the methods of Integral Calculus will be sought by ample practice in solving by integration a variety of problems.

Two semester hours.

MATHEMATICS 49—Navigation.

The elements of Navigation and Nautical Astronomy.

Four semester hours.

MODERN LANGUAGE: FRENCH

FRENCH 1—Elementary French.

An elementary course for students who have had no previous training in the French language. A thorough knowledge of the essentials of grammar and phonetics enabling the student to read, write, speak and understand simple idiomatic French is the purpose of the course. Repeated drills in phonetics, the verb, idioms, memory and written exercises will constitute the method of procedure.

Four semester hours.

FRENCH 11—Intermediate French.

An intensive reading and study of the best French prose authors of the 19th and 20th centuries. The scope of the reading will be restricted to the field of the short story and the novelette. A facility to translate idiomatic French into idiomatic English will be the primary object of the course. Subordinate to this will be a knowledge of the literary history of the period. Accuracy in turning phrases into the proper English equivalent will receive particular attention.

Four semester hours.

FRENCH 21—Advanced French.

A reading course and survey of the French Classic Period of the 17th century. The readings will be made from the productions of the great dramatists of the period: Corneille, Racine, and Molière. A thorough analysis and appreciation of their compositions will be the object of the course. A study of plot, character, language, thought, and style will be made. Brief written essays of a critical nature will be required of the student. *Three years of previous training in French will be required.*

Four semester hours.

FRENCH 31—Advanced French.

An advanced course in Reading and Conversation.

Four semester hours.

FRENCH 191—History of French Civilization.

This course is intended for those students who are majoring or minoring in French or History. It consists of a survey of French Civilization from the earliest times to the present and will include the most important artistical, cultural, ethnographical and political movements. There will be collateral readings and from time to time illustrated lectures will be offered.

This course will be conducted in English.

Four semester hours.

GEOGRAPHY OF FRANCE—171.

The first half of this course will be devoted to the basic geographical factors of western Europe. The second half will be devoted to a detailed study of French geographical factors.

MODERN LANGUAGE: GERMAN**GERMAN 1—Elementary German.**

A fundamental course intended for students who are beginning the study of the German language. The primary object of the course will be to lay the foundation for a reading knowledge in German although considerable time will be devoted to suitable exercises in writing and also to practice in simpler forms of conversation.

Four semester hours.

GERMAN 11—Intermediate German.

This course embraces a thorough and systematic review of the German grammar with special emphasis on the more difficult topics such as noun and adjective declension, irregular verbs, especially prefix verbs and modal auxiliaries, the use of tenses, forms and uses of the subjunctive, passive voice and word order. Attention will be given to the analysis of the more subtle points of style and syntax, and the vocabulary acquired during the elementary course will be improved and augmented in every possible way. The study of synonyms, antonyms, homonyms and paraphrases, and the analysis of compound words and word families will be supplemented by frequent references to the etymological relation of words and to other principles of word formation and derivation. This vocabulary drill will also include the learning of all frequently used idiomatic expressions.

Four semester hours.

GERMAN 21—Advanced German.

A course in reading and conversation open to students who have had at least two years of previous training in the language. Discussion of special difficulties of German grammar and syntax and of the principles of word formation and derivation coupled in order to develop facility in writing and speaking. Readings and translations chosen from the various fields of German literature such as the novel, the short story, the drama, including also the interpretation of selected lyrics and ballads. Collateral readings and original themes as well as oral reports on assigned topics including articles of current German magazines and newspapers. Conducted mainly in German.

Four semester hours.

GERMAN 151—Advanced German: Modern Fiction.

A reading course in the field of the romantic, realistic and naturalistic novel and short story. The main objective will be a comparative study of the literary tendencies of the nineteenth century as reflected in representative prose works of such writers as Eichendorff, Hauff, Freytag, Ludwig, Keller and Sudermann.

Four semester hours.

GERMAN 153—Advanced German: Modern Drama.

An intensive reading course tracing the development of German dramatic literature in the nineteenth century. A series of lectures on the various literary movements of this period will introduce the course and give the students a general background for a comprehensive study of the works of the leading modern dramatists.

Four semester hours.

GERMAN 161—Advanced German: Classical Era.

A reading and appreciation course comprising the study and interpretation of selected works of the outstanding writers of the classical period of German literature. Special emphasis will be laid on the productions of Lessing, Schiller and Goethe, including a critical analysis of *Minna von Barnhelm*, *Wilhelm Tell*, *Gotz von Berlichingen*, and *Iphigenie*.

Four semester hours.

MODERN LANGUAGE: ITALIAN

ITALIAN 1—Elementary Italian.

A beginner's course in the study of the Italian language. Students who have had no previous training or less than a year's study in the language are eligible for admission. A thorough study of the fundamentals of Italian grammar and syntax will be made. Written and oral exercises will be required.

Four semester hours.

ITALIAN 11—Intermediate Italian.

A course in the study of the Italian language consisting of advanced work in grammar and readings from Italian literature. It is intended for students who have had less than two years of previous training in Italian. Work in the fundamentals of grammar and syntax will be continued, but the scope of the reading assignments will be increased.

Four semester hours.

ITALIAN 21—Advanced Italian.

A course in Italian reading and conversation. Students who have had at least two years but not more than three years of previous training in the language will be eligible for admission. A study of grammar, composition, and idiomatic conversation will be combined with readings and translations in this advanced course. Various forms of Italian literature such as the essay, the story, the novel, and the drama, will be included within the scope of the readings. Collateral readings and reports will be required. Current reviews such as the *La Nuova Antologia* and the *La Civiltà Cattolica* will also be used for reading purposes and translation in class.

Four semester hours.

ITALIAN 101—Introduction to Italian Literature.

This course affords a general view of Italian Literature, dealing with the more important writers and literary movements. It will include lectures, collateral reading and reports; one written report each month.

Intended for students who are interested in the development of Italian literature.

Four semester hours.

MODERN LANGUAGE: SPANISH**SPANISH 1—Elementary Spanish.**

A beginner's course in the study of the Spanish language. Students who have had no previous training or less than a year's study in the language are eligible for admission. A thorough study of the fundamentals of Spanish grammar and syntax will be made. Written and oral exercises will be required.

Four semester hours.

SPANISH 11—Intermediate Spanish.

A course in the study of the Spanish language consisting of advanced work in grammar and readings from Spanish literature. It is intended for students who have had less than two years of previous training in Spanish. Work in the fundamentals of grammar and syntax will be continued, but the scope of the reading assignments will be increased.

Four semester hours.

SPANISH 21—Advanced Spanish.

A course in reading and conversation. Students who have had at least two years but not more than three years of previous college training in the language will be eligible for admission.

Four semester hours.

SPANISH 31—Advanced Spanish.

An advanced course in reading and conversation.

Four semester hours.

SPANISH 161—Advanced Spanish: Contemporary Writers.

The course will deal with a detailed study of the contemporary Spanish and Spanish-American writers. The first semester will be dedicated entirely to the study and criticism of the Spanish writers such as: Blasco Ibanis, Benavente, Martinez, Sierra, Quintero Brothers, Fernandez Flores, Paido Bazen, Machado, J. R. Jimenez, Valle Inclan, Palacio Valdes, etc.

Four semester hours.

PHILOSOPHY

PHILOSOPHY 1—Dialectics.

A fundamental course in Philosophy. As an introductory course, its purpose is to train the student in the mechanics of thought and make him familiar with the principles of correct reasoning. To this end a study will be made of the major activities of the mind, namely, the Simple Apprehension, the Judgment, and the process of Reasoning. The corresponding external expressions of these activities, namely, the Term, the Proposition, and the Argument will also be treated in detail.

Three semester hours.

PHILOSOPHY 3—Epistemology.

A philosophical defense of human knowledge. The object of this course is to vindicate the cognoscitive faculties of man. This will involve a critical examination of various theories of knowledge concerning the nature, sources, and criteria of truth. By the application of logical analysis the contradictions and inconsistencies of false theories will be exposed, and the soundness of the Scholastic position justified.

Three semester hours.

PHILOSOPHY 21—Ontology.

A course in General Metaphysics. The precise purpose of this treatise may be gleaned from the definition of Ontology which is described as the science of all things that have been or now are or may be considered as having in common the attribute of *being*. It is, in other words, the science of all things that have been or now are or may be considered as having in common the attribute of *being*. Since each and every concept represents some form of being or its opposite, the object of the course is to establish the validity of our most fundamental concepts and the ultimate universal principles which are based upon them. This will involve a study of such concepts as substance and accident, essence and existence, unity and plurality, actuality and potency, cause and effect, good and evil, truth and error.

Two semester hours.

PHILOSOPHY 23—Cosmology.

A philosophical study of the corporeal universe. The object of the course is to ascertain by the light of human reason the ultimate explanation of the origin, purpose, and nature of the material world in which we live. Employing as premises the data of common experience and the conclusions established in the various natural sciences respecting the properties of bodies, the treatise will proceed by sound argument to establish the true ultimate answers to the problems proposed.

Two semester hours.

PHILOSOPHY 31—History of Philosophy — Medieval Philosophy.

The great thinkers of the Middle Ages, with special attention to the Greek influences, will be the subject matter of this course.

PHILOSOPHY 32—History of Philosophy — Modern Philosophy.

This course will treat of the vagaries in philosophical thought as it branched forth from Descartes' position.

PHILOSOPHY 61—Fundamental Psychology.

A philosophical study of life in general. The purpose of this treatise is to establish, as far as human reason can do so, ultimate truths concerning the nature and origin of life in the universe. This will involve a study of vital phenomena variously manifested in the activities of plants, of animals, and of men. The conclusions arrived at will be based on common observation supplemented by the factual data of experimental science.

Several theses will be devoted to a consideration of the sense faculties. The existence of permanent sense faculties will first be established. It will then be shown that the activities of these faculties must be ultimately attributed not to the body alone, nor to the soul alone, but to both the body and the soul united substantially in one essentially composite nature. The function of the several senses in the act of perception, and their relation to the mind in its perception of external material objects, will then be defined.

This course will serve as a foundation for the following treatise which will be devoted exclusively to a study of the vital activities of man.

Two semester hours.

PHILOSOPHY 62—Advanced Psychology.

A philosophical study of the human soul. This treatise will be devoted exclusively to a study of life as it is manifested in the activities of man. The enquiry will be restricted to those vital phenomena which pertain to the sensitive, intellectual, and appetitive faculties of man. The primary purpose of the course is to explain and defend the Scholastic doctrines concerning the nature, origin and destiny of the human soul. Its secondary object is to explain and refute erroneous theories on these highly important questions. Personal introspection, objective observation, and empirical psychology will supply the data upon which the various conclusions will be founded.

Two semester hours.

PHILOSOPHY 51—General Ethics.

A philosophical treatise on the principles of moral conduct. The purpose of the course is to determine the basic laws which serve as the foundation of morality and according to which human action should be guided and regulated. This will necessitate a study of man as a rational being endowed with a faculty of free will which constitutes him a responsible agent in many of his actions. It will also involve a consideration of man as a social being intended by nature to live in community with other men for the attainment of mutual peace and happiness.

Two semester hours.

PHILOSOPHY 52—Special Ethics.

A philosophical treatise comprising an application of fundamental moral principles to specific situations. The purpose of the course is to determine man's rights and obligations in a variety of concrete circumstances which affect his life both as an individual and as a social being. The morality of human acts in specific cases will be determined in the light of man's triple relation to God, to himself, and to other men.

Four semester hours.

PHILOSOPHY 63—Natural Theology.

A philosophical enquiry into the existence and attributes of God. The object of the course is to investigate the grounds for an intellectual assent to the existence of a supreme Being distinct from the universe. Arguments based on natural reason alone will be offered in proof of the validity of the idea of God as commonly understood by the average human being. After the validity of the idea of God has been determined the treatise will proceed to ascertain, as far as human reason will allow, the nature and attributes of the supreme Being.

Two semester hours.

PHILOSOPHY 107—History of Philosophy I.

The history of philosophical thought before the Christian Era. The object of the course is to study and criticize the more important systems of thought which flourished prior to the dawn of Christianity. The ancient philosophies of the East, and the various schools which had their origins in Greece and Rome, will provide the field for this examination. For a more direct and intimate knowledge of each system, readings will be made from the texts of the various philosophers. Explanations and discussions will be accompanied by a criticism aiming to discriminate the true and false elements in each system.

Two semester hours.

PHILOSOPHY 108—History of Philosophy II.

A course in Patristic and Medieval Philosophy. The lectures will attempt to trace the origins and developments of the system of thought known as Scholasticism. This will involve a study of the philosophies in vogue at the beginning of the Christian Era, their influence upon the writings of the early Fathers, and the contributions of these latter to the completed system of Scholastic thought which had its culmination in the writings of St. Thomas Aquinas. The treatise will cover the field of philosophic thought from the Apostolic Age to approximately the sixteenth century, which marks the beginning of Modern Philosophy in the writings of Descartes.

Two semester hours.

PHILOSOPHY 111—Scholastic Synthesis.

A survey and analysis of the courses already studied with a view to their inter-relationships in the unified structure which the Scholastic Philosophical System on the nature of reality presents.

RELIGION

RELIGION 11—Christian Life and Worship I.

A survey course on the elements of Christian life with emphasis on the basic concept of the Mystical Body of Christ and of worship as a public and corporate act. Nature, supernature, the Mystical Body, Christ's essentially mediatorial character. Worship: place of sacrifice and sacraments in worship; the ecclesiastical year; history of the altar and vestments; historical and ritual study of the present Roman Mass; the Breviary.

Two semester hours.

RELIGION 21—Christian Life and Worship II.

The seven sacraments in relation to the Christ-life in the Mystical Body; the Christian's "falling asleep"; sacramentals. Christ-work and its rewards.

Two semester hours.

RELIGION 31—The Redemption.

A systematic exposition of Catholic teachings on the Redemption. The lectures will deal with the mystery of the Incarnation for the purpose of explaining and defending the traditional doctrines of the Catholic Church relative to the central truth of Christian faith. Arguments will be rested both in the Bible as the inspired Word of God, and in the writings of the early Fathers and Doctors of the Church.

Two semester hours.

RELIGION 41—God the Creator.

The first part of this course takes up the question of the creation of the world and of its various component elements, together with certain related questions of modern interest. The second part of the course examines the state of Original Justice in which our first parents were established and their loss of this state and its privileges by Original Sin; the consequences of this sin are then taken up, together with the related question of the Immaculate Conception of Mary, the Mother of God. The course concludes with a discussion of Eschatology: the General Judgment; Heaven; Hell; Purgatory.

One semester hour.

RELIGION 51—The Divinity and the Church of Christ.

A philosophical vindication of belief in the divinity of Jesus Christ. The purpose of the course is twofold: first, to establish the credibility of the sources from which is derived our knowledge of the life and teachings of the Founder of Christianity; and then to examine the contents of the documents known as the *New Testament* to determine whether or not they reveal two things: (a) that Christ claimed to be divine and (b) and He supported His claims to divinity by performing deeds which only the infinite power of God could accomplish.

A critical study of the manner in which Jesus Christ desired His teachings to be preserved and propagated. The purpose of the treatise will be to prove; first, that He founded a teaching-body and bestowed upon it full and complete authority to make known His doctrines to all future generations; second, that He bestowed upon this organization a guarantee to protect it from error in disseminating His doctrines; third, that He appointed one man to act as the supreme head of this body, bestowing upon him special prerogatives which were not given to the others; fourth, that He formally and explicitly intended that all other men should be united to this body and to this head, thus forming a visible religious society professing and practicing a common Christian faith.

Two semester hours.

RELIGION 101—The Sacraments.

A treatise on the Sacramental system instituted by Jesus Christ. To explain the origin, nature and particular effects of each of the seven Sacraments is the purpose of the course. The lectures will be based on the traditional teaching of the Church from apostolic times. Proofs for the divine institution of the Sacraments will be drawn from the texts of the New Testament. The writings of the earliest Fathers of the Church will be appealed to as evidence of the continual and unchanging teaching of the Church concerning essential matters which pertain to the administration and effects of these sources of divine grace.

Two semester hours.

RELIGION 105—The Theology of the Mass.

This course will begin with a study of the proofs of the Catholic doctrine of the Real Presence, contained in the promise of the Holy Eucharist narrated in John VI, in the Synoptic and Pauline accounts of the Institution of the Holy Eucharist and in the monuments of Christian Tradition. Then, omitting the Sacramental aspect of the Eucharist, it will proceed to a study of the Eucharist as sacrifice, investigating the patristic proofs of the sacrificial character of the Holy Eucharist, the nature of sacrifice in general, the sacrifices of the Old Testament, the sacrifice of the Cross, the various theories of the essence of the Eucharistic Cross sacrifice proposed by Vasquez, De Lugo, Franzelin and Billot, and the more recent theory proposed by Pere Maurice de la Taille, S.J.

Two semester hours.

SCIENCE: BIOLOGY**BIOLOGY 41—General Biology and Botany.**

An introductory course in the study of living things. The scope of the enquiry will be restricted to a study of vital phenomena manifested in the plant kingdom. A combination lecture and laboratory method will be followed. The lectures will treat particularly the morphology and physiology of plants. In the laboratory work specific plants in each phylum will be studied with the aid of the microscope, the object being to acquaint the student with the fundamental principles of biology.

Six semester hours.

BIOLOGY 43—Cultural Biology.

A fundamental course in the study of Biology consisting of one hour lecture and two hours of laboratory work each week for two semesters. The object of the course is to equip the student with the basic biological background required for philosophical, sociological, and educational studies.

Six semester hours.

Biology 43 meets at Boston College, Chestnut Hill, Mass.

BIOLOGY 103—Genetics.

A lecture course on heredity designed for students without previous biological training. The object of the course is to study and analyze the facts upon which fundamental principles of inheritance are based. These facts will be taken from the sphere of plant and animal breeding. Application to human characters will be made wherever the facts will warrant doing so. Demonstrations, charts, and lantern slides will supplement the data of the lectures.

Two semester hours.

BIOLOGY 107—Hygiene.

This course is primarily concerned with personal health, but will also include certain aspects of community health and sanitation. The physiology of the various organs and systems of the body will be studied, especially as affected by habits of nutrition, exercise, rest, etc. The nature and causes of some of the more common diseases will be discussed, with emphasis on preventive measures.

Two semester hours.

BIOLOGY 109—Physiology.

This course will consist of lectures and demonstrations. It is designed for those intending to go into the teaching profession or into social service work. The lectures will be concerned with man and his relations to his environment both internal and external. The following topics will be considered: Digestion, Circulation, Respiration, Secretion, Sensation, Vitamins, Hormones, Enzymes, the effect of Radiant Energy, Locomotion, Age and Death. There will be demonstrations given by the instructor and members of the class to illustrate certain of the phenomena discussed in class.

Four semester hours.

SCIENCE: CHEMISTRY

CHEMISTRY 41—General Chemistry.

A cultural course in the fundamentals of Chemistry. The course is not open to pre-medical students for it is not intended to be an intensive or exhaustive training for the prospective doctor. Its purpose is to explain the basic chemical concepts, facts, and principles to the student aspiring for a general cultural education. For this reason matters pertaining both to organic and inorganic Chemistry will be contained within the scope of the lectures.

Six semester hours.

Laboratory is held at Boston College, Chestnut Hill, Mass.

SCIENCE: PHYSICS

PHYSICS 41—Mechanics, Heat and Sound.

A course of lectures on the physical laws in the sphere of mechanics, heat, and sound. Its purpose is not merely to impart facts, but to train the students to observe facts, to measure them, and by the process of inductive and deductive reasoning to establish fundamental laws and principles. The method of treatment will be historical and physical rather than mathematical. Lecture-table demonstrations and lantern slides will afford to the student an opportunity to observe the facts pertinent to the discussions. Laboratory work to supplement the lectures will be conducted in conjunction with them, and so provide an opportunity for measuring quantities and calculating laws by personal observations.

Four semester hours.

PHYSICS 42—Electricity and Light.

A course of lectures dealing with the phenomena peculiar to magnetism, electricity, and light. Its specifying aim is to train the student by inductive and deductive reason to formulate the general laws governing the particular facts acquired from observation. The importance of the power of accumulating observable facts will be stressed, but will be subordinated to that of the mental formation and training which may be acquired from the course.

Three semester hours.

SOCIAL SCIENCE

SOCIAL SCIENCE 11—Fundamental Sociology.

An elementary exposition of the multiple relationship prevailing in human society and of the basic principles upon which various social groups are founded. The lectures will attempt to analyze the various factors, biological and environmental, which induce individual human beings to enter into organized groups and associations.

Four semester hours.

SOCIAL SCIENCE 21—Economics: Present Day Problems.

An elementary course in Economics. The course will deal with the general factors of production, forms of business units, laws of price, taxation and labor, money and banking, and the function of government in regulating and co-ordinating economic activity. These principles will be presented and illustrated in the light of changing American conditions.

Four semester hours.

SOCIAL SCIENCE 101—Current Social Problems.

A study of important social problems in the United States. The lectures will be devoted to an analysis of the various causes and contributing factors which produce conditions hostile to the social welfare of the country. An appreciation of the difficulties to be faced, and of the measures adopted by society for the solution of these problems, will be the aim of the course.

Two semester hours.

SOCIAL SCIENCE 103—The Family.

An integrated survey of family phenomena. A scientific appreciation of the problems pertaining to the basic unit of organized society will be the object and aim of this course. The conclusions of cultural anthropology, individual psychology, social psychology, sociology, history, economics, and psychiatry, in so far as they bear upon family life, will provide the source of data for the discussions. The lectures will be concerned primarily and predominantly with the modern family.

Two semester hours.

SOCIAL SCIENCE 105—Anti-Group Conduct.

A study and analysis of the influence underlying offenses against society. The specific object of the course is to inquire into the treatment of violators of the law in order to evaluate the various methods employed by society to combat crime. To this end a study will be made of the changing attitude of society towards the criminal through all its stages from the ancient attitude of retaliation, vindication, and revenge, up to the modern attitude expressed in individualized and socialized investigation and disposition. The lectures will be arranged according to the following scheme: the mechanics of crime, and machinery of justice, and the evolution of penology.

Two semester hours.

SOCIAL SCIENCE 107—Public Health.

A critical analysis of the fundamental importance of health, both as an asset to the individual and as a factor in social welfare. The social significance of health and the nature of health problems are discussed. Consideration is given to social prophylaxis and therapeutics. The aspects of hygiene which aim at combating disease of social origin by means of palliative measures are treated. The modern socio-health movement; constructive programs in public health work advanced by health organizations and agencies.

Two semester hours.

SOCIAL SCIENCE 109—Social Implications in Mental Disorganization.

An analysis of the various types of mental maladjustment. A consideration of the contributing social factors in the etiology and treatment of mental disorders. Special study will be given to mental hygiene and process of rehabilitation. This course is of special value to teachers, social workers and nurses.

Two semester hours.

SOCIAL SCIENCE 111—Social Ethics.

This course aims to explain the scientific relationship between Ethics and Sociology according to primary considerations of each and certain basic determinants of Socio-ethical conduct. Particular emphasis will be given to impacts of ethical systems in individual and family behavior.

Two semester hours.

SOCIAL SCIENCE 113—The Christian Social Order.

A study of Social Problems from the Catholic viewpoint. The historical background of the seething period which preceded Pope Leo XIII's encyclical "On the Conditions of the Working Classes." An estimate of the solutions proposed by the various "isms," Liberalism, Individualism, Capitalism, Communism, Socialism and Fascism, and followed by the answer of Catholicism, the Papal Social Program of Reconstruction. The latter part of the course will treat of the pressing problems of property, wages and labor unions.

Two semester hours.

SOCIAL SCIENCE 115—Marriage.

The course treats of the psychology and art of life partners. Personality formation in marriage. Preparation for choice and marriage. The law and secret of happiness. Christian ideals of marriage.

Two semester hours.

SOCIAL SCIENCE 117—Sociology of Industrial Relations.

This course will review the historical development of the relationships between labor and industry in the United States. It will be especially concerned with the nature of the relationships between these two prominent divisions of American life and will involve detailed consideration of such subjects as company and independent unions, strikes, wages and hours, state and federal legislation. Particular attention will also be directed to an analysis of new research techniques in industrial relations, the impact of the War on American industry and labor and the status of labor and industry in the social system.

Two semester hours.

SOCIAL SCIENCE 119—The Catholic Family.

A study of the natural origin and supernatural structure of family life, the physiological, psychological, and sociological elements which enter into family life, disruptive agencies which have altered home life, difficulties peculiar to our social milieu, women in industry, necessary Catholic attitudes for rebuilding "family life" today—all of these elements will be stressed.

Two semester hours.

SOCIAL SCIENCE 121—Principles of Government.

For description of this course, see Government 101.

Four semester hours.

SOCIAL SCIENCE 129—Personality.

How "personality" is formed. Our "best self." What we do with our inherited personality. Dynamic self-building. Equipment and ways of building within us the ideal personality of mental hygiene and moral culture. Various estimates of personality will also be studied.

Two semester hours.

SOCIAL SCIENCE 139—Economics of Labor.

The wage earner in the modern industrial economy; relationship to the employer, to the public and to the state; problem of security, employment, wages, hours, conditions of work; legislative aids and safeguards, rights and responsibilities of unions.

THE SYSTEM OF NUMBERING COURSES

The courses offered in the College are numbered in accordance with a unified plan. To facilitate consultation the following points should be noted:

1. Courses numbered from 1 to 10 are for freshmen only.
2. Courses numbered from 11 to 20 are for freshmen and sophomores.
3. Courses numbered from 21 to 30 are for sophomores only.
4. Courses numbered from 31 to 40 are for sophomores and are also open to juniors and seniors.
5. Courses numbered from 41 to 50 are for juniors only.
6. Courses numbered from 51 to 100 are for juniors and seniors.
7. Courses numbered from 101 to 200 are for advanced undergraduates.

THE WILLIAM J. McGARRY, S.J., SCHOLARSHIPS

The Reverend William J. Murphy, S.J., President of Boston College has established four scholarships at the College of Arts and Sciences Intown to be known as the William J. McGarry, S.J., Scholarships.

These scholarships have been founded to honor the memory of the Reverend William J. McGarry, S.J., former President of Boston College (1937-1939), an eminent educator and outstanding scholar.

One is a full scholarship of one hundred and eighty dollars annually for six successive years. Another is a one-half scholarship of one hundred and eighty dollars annually for the three successive years of Freshman and Sophomore. Two more of one hundred and eighty dollars each are to be awarded annually to students for their Freshman year.

Scholarship candidates must signify their intention to stand for the competitive examinations and must fulfill all the requirements of Entrance Procedure as outlined in this BULLETIN, *previous* to the examinations.

These scholarships are to be awarded annually on the basis of competitive examinations which are identical with the August Entrance Examinations. These examinations consist of a series of objective tests, designed to measure aptitude and achievement.

The holder of a scholarship will be required to maintain a high rank for proficiency, diligence and good conduct. An average of 80 per cent must be attained by all who hold scholarships.

The decision of the Board of Admissions is final in determining the award of scholarships.

The establishment of Scholarships is greatly to be desired, for in this way many young men and women of excellent promise are given the advantage of a collegiate education which they could not otherwise obtain. To all who have at heart the best interests of youth is earnestly recommended this opportunity of spreading the beneficial influences of Catholic education and of enabling worthy young men and women to equip themselves for the higher spheres of life and thus to aid effectively both Church and State.

The following students were awarded the McGarry Scholarships in September 1944:

MARY E. BURNS

ROSEMARY C. CONSAVAGE

ELEANOR M. RUSSELL

ANNA E. STARKE

JESUIT EDUCATIONAL ASSOCIATION

Colleges and Universities

Alabama.....	Spring Hill College, Spring Hill
California.....	Loyola University of Los Angeles Santa Clara University, Santa Clara University of San Francisco
Colorado.....	Regis College, Denver
District of Columbia..	Georgetown University, Washington
Illinois.....	Loyola University, Chicago
Louisiana.....	Loyola University, New Orleans
Maryland.....	Loyola College, Baltimore
Massachusetts.....	Boston College, Newton Holy Cross College, Worcester
Michigan.....	University of Detroit
Missouri.....	Rockhurst College, Kansas City St. Louis University, St. Louis
Nebraska.....	The Creighton University, Omaha
New Jersey.....	St. Peter's College, Jersey City
New York.....	Canisius College, Buffalo Fordham University, New York City
Ohio.....	John Carroll University, Cleveland St. John's College, Toledo Xavier University, Cincinnati
Pennsylvania.....	St. Joseph's College, Philadelphia
Washington.....	Gonzaga University, Spokane Seattle College, Seattle
Wisconsin.....	Marquette University, Milwaukee

